

MINUTES

STATE BOARD OF EDUCATION

Ladislaus B. Dombrowski Board Room
John A. Hannah Building
608 West Allegan
Lansing, Michigan

June 13, 2002
9:00 a.m.

Present: Mr. Thomas D. Watkins, Jr., Chairman
Mrs. Kathleen N. Straus, President
Mrs. Sharon L. Gire, Vice President
Mr. Michael David Warren, Jr., Secretary
Mrs. Eileen Lappin Weiser, Treasurer (via telephone)
Mrs. Marianne Yared McGuire, NASBE Delegate
Mr. John C. Austin
Dr. Herbert S. Moyer
Mrs. Sharon Wise
Mrs. Kimberly Wells, representing Governor John Engler, ex officio

I. CALL TO ORDER

Mr. Watkins called the meeting to order at 9:20 a.m.

II. AGENDA MATERIALS

- A. Report on Consent Agenda - Memorandum dated June 13, 2002, from Mr. Watkins to the Board
- B. Report of Superintendent – 2003 Michigan Early Childhood Collaborative Conference Cosponsorship (related to Item Y)

III. INFORMATIONAL MATERIALS PROVIDED TO THE BOARD

- A. Information on Nomination to the Professional Standards Commission for Teachers - Memorandum dated June 13, 2002, from Mr. Watkins to the Board

IV. APPROVAL OF AGENDA AND ORDER OF PRIORITY

- A. Approval of Criteria for Teen Health Center Grants - added to agenda
- B. Approval of Criteria for Comprehensive School Health Education Grants - added to agenda

- C. Report on Administrative Rule Waivers – added to agenda
- D. Report on Department of Education Cosponsorships – added to agenda
- E. 2001-2002 United States Department of Education, Charter School Grant Program – Amendment – added to agenda
- F. 2001-2002 State Improvement Grant (SIG) – Continuation – added to agenda
- G. Report on Pending Motions - removed from agenda

Mrs. Straus moved, seconded by Mr. Austin, that the State Board of Education approve the agenda and order of priority, as modified.

The vote was taken on the motion.

Ayes: Austin, Gire, Moyer, Straus, Warren, Wise
Absent: McGuire, Weiser

The motion carried.

V. INTRODUCTION OF STATE BOARD OF EDUCATION MEMBERS AND GUESTS

Mrs. Eileen Hamilton, State Board Executive, introduced the members of the State Board of Education and guests attending the meeting. Mrs. Kimberly Wells was welcomed to her first meeting as the Governor's representative to the State Board.

Mrs. Weiser joined the meeting by telephone at 9:25 a.m.

VI. APPROVAL OF STATE BOARD OF EDUCATION MINUTES

- A. Approval of State Board of Education Minutes of Meeting of May 9, 2002

Mrs. Wise moved, seconded by Mr. Austin, that the State Board of Education approve the minutes of the meeting of May 9, 2002.

Ayes: Austin, Gire, Moyer, Straus, Warren, Weiser, Wise
Absent: McGuire

The motion carried.

VII. PRESIDENT'S REPORT

A. Detroit Chamber of Commerce Meeting at Mackinac Island

Mrs. Straus stated that she and Mr. Warren were members of a panel on Proposal A to A+ on May 31, 2002, which was part of the Detroit Chamber of Commerce Meeting on Mackinac Island. Other panel members included: Doug Roberts, State Treasurer; and James Redmond, Superintendent of Oakland Schools. Desiree Cooper, Detroit Free Press, was the moderator. Tom Watkins and Senator Joanne Emmons were reactors to the panel.

B. Robert Wood Johnson Foundation Inter-City Leadership Visit in Chicago

Mrs. Straus said she attended the Inter-City Leadership Visit in Chicago on June 1-4, 2002. She said the visit was funded by the Robert Wood Johnson Foundation, and focused on how to affect change and make it systematic.

C. National Association of State Boards of Education Restructuring High Schools Study Group in Alexandria, Virginia

Mrs. Straus said she participated in the National Association of State Boards of Education Restructuring High Schools Study Group in Alexandria, Virginia on June 7-8, 2002. She said she has distributed materials she obtained at the meeting to various individuals. The Study Group is developing a report that will be released at NASBE's Annual Conference in October.

D. Presentation to William Bushaw

Mrs. Straus stated that Dr. William Bushaw, Chief Academic Officer, has submitted his resignation to the Department. Mrs. Straus presented Dr. Bushaw with two framed tributes honoring him for his work with the Department on *Education YES!* Mrs. Straus commended Mr. Watkins and Dr. Bushaw on their effective partnership in leading the Department. Dr. Bushaw praised Mr. Watkins and the Board for their Strategic Initiatives and the work of the task forces. Mr. Watkins stated that Elaine Madigan will serve as the Interim Chief Academic Officer and Deputy Superintendent.

E. Report on Pending Motions

Mrs. Straus said that the Report on Pending Motions has been removed from the agenda. She said that this new report is required by the By-Laws adopted last month. Mrs. Straus also stated that a working draft of the report has been prepared by Mrs. Eileen Hamilton, but Mrs. Straus would like an opportunity to discuss it with the Board's Executive Committee between now and the next meeting before placing it on the agenda.

Mrs. McGuire joined the meeting at 9:40 a.m.

VIII. PRESENTATION OF REPORT OF THE STATE BOARD OF EDUCATION
INTEGRATING COMMUNITIES AND SCHOOLS TASK FORCE

The Report of the Task Force on Integrating Communities and Schools, as presented, is attached as Exhibit A.

Mrs. Gire and Dr. Moyer, Co-Chairs, Integrating Communities and Schools Task Force, introduced the following task force members who were in attendance at the Board meeting:

Mr. David Borth, Big Rapids Schools, Office of Grants and Projects; Mr. Dave Swierpel, Carman-Ainsworth Schools, Community Services; Dr. Grenaé Dudley, the Youth Connection in Detroit, on loan to Mayor's Time (after school program for Detroit children); Ms. Paula Kaiser, Michigan Community Service Commission; Ms. Barb Blanchard and Ms. Donna Roberts, Michigan Congress of Parents, Teachers and Students; Ms. Deanna DePree, Life Services System of Ottawa County, Inc., Michigan Communities in Schools; and Ms. Joanne Welihan, Executive Director, Michigan Elementary and Middle School Principals Association.

Mrs. Gire thanked Ms. Reneé DeMars-Johnson, Michigan Department of Education, who was the principal author of the report, and Ms. Pat Farrell, Michigan State University, who assembled the video presentation. Mrs. Gire also thanked Ms. Carol Wolenberg, Deputy Superintendent, Michigan Department of Education, for her help with the Task Force.

Dr. Moyer explained the background of the Integrating Communities and Schools Task Force that began meeting in August, 2001. The Task Force was built on: (1) the 1999 Full Day/Full Service Schools initiative headed by Mrs. Kathleen Straus, and (2) the State Board's 2001-02 Strategic Goal to attain substantial and meaningful improvement in academic achievement for all students, with primary emphasis on chronically underperforming schools. Dr. Moyer said that Task Force work was enhanced by the new No Child Left Behind federal legislation that requires: (1) serious commitment to outcomes of students in schools that are consistently failing to provide adequate education, and (2) collaboration with all stakeholders in implementing the legislation.

Mrs. Gire gave a brief overview of the report. She said the primary purpose is to create a connected community so that all students achieve by making collaborative use of the efforts and resources of all community partners and stakeholders. Mrs. Gire said the goals are to: (1) enhance collaboration between communities and schools, and (2) provide guidance and assure that the report is useable.

Mrs. Gire introduced Ms. Donna Roberts and Ms. Barb Blanchard who provided a presentation on the 2002 Michigan Parent Teacher Student Association (PTSA) Partnership in Education Excellence Award and the 2002 Michigan PTSA Outstanding Unit for Parental Involvement Award to C.A. Frost Elementary School in Grand Rapids. Ms. Donna Roberts said that the mission of C.A. Frost Elementary School is to be the brightest star in the Grand Rapids galaxy encompassing a wide range of programs, activities, events, and initiatives. She said this has brought a renewed focus to teaching, learning, fundraising, outreach, and communication.

Mrs. Gire introduced Ms. Paula Kaiser who provided a presentation on service learning, which is funded by a grant to the Michigan Community Service Commission from the Michigan Department of Education to support service learning in several Michigan school districts. Ms. Kaiser noted that L'Anse Creuse High School is one of 16 National Service Learning Leader Schools.

Ms. Kaiser introduced Mrs. Ann Hart, Community Service Learning Coordinator, L'Anse Creuse High School, who explained that the program began in 1992 when a group of community members obtained local board of education approval for 40 hours of community service as a graduation requirement. Ms. Hart stated that it was viewed as an opportunity to: (1) apply classroom lessons in the real world, (2) be a good citizen, (3) explore careers, and (4) do something good for someone else and gain self-esteem.

Mrs. Hart introduced Ms. Laura Render, Coordinator of M.C.R.E.S.T., Lakeside Community Church, a revolving homeless shelter that travels to various churches. Ms. Render shared her experiences of service learning as part of the M.C.R.E.S.T. program.

Ms. Jaclyn Dudek, a student and choir member from L'Anse Creuse High School, spoke of a visit to New York where the choir made an impromptu performance at "Ground Zero." Ms. Dudek spoke of the global aspect of service learning and how much she learned from her experience.

Mr. Patrick Mulcahy, Principal, L'Anse Creuse High School, spoke about overcoming the initial resistance to service learning. He stated that many students now voluntarily exceed the 40-hour requirement. He said that one student, Keith Simms, contributed 1,412 hours of volunteer service to the community. Mr. Mulcahy said students from the two L'Anse Creuse high schools have contributed over 330,000 hours of community service since the program began in 1992.

Mrs. Gire said service learning contributes toward successful millage and bond campaigns.

Mr. David Borth, Ms. Deanna DePree, Mr. Dave Swierpel, Dr. Grenaé Dudley, and Ms. Paula Kaiser introduced a video presentation that was viewed by the Board.

Dr. Dudley explained that the Task Force had four subcommittees: (1) Building Awareness; (2) Identify Resources and Processes; (3) Identify Successful Programs, Best Practices, and Tools; and (4) Identify Opportunities and Challenges. Dr. Dudley, Mr. Borth, Mr. Swierpel, and Ms. Kaiser reviewed the recommendations contained in the Report of the Task Force on Integrating Communities and Schools.

Dr. Moyer stated the Task Force's desire to make a presentation during the Governor's Education Summit in September. Mrs. Gire added that service learning presentations will also be made at state education association meetings.

Mrs. Gire stated that integrating communities and schools has been able to provide the following connections: (1) parent involvement; (2) learning to focus beyond self; (3) services for children and families, particularly those at-risk; (4) opportunities to connect the real world and learning; (5) opportunities to develop skills and self esteem; (6) exploration of life options; and (7) opportunities to have constructive alternatives.

Mrs. Gire asked the Board members to review the report and offer suggestions. She said the

Board will be asked to take action on the recommendations at its next meeting.

Dr. Moyer and Mrs. Gire presented certificates with their thanks to members of the Task Force.

Mr. Austin asked how to effectively help others emulate successful programs. Mr. Swierpel said it should be based on the needs and resources of the community and commitment, vision, and follow-up are key. Mr. Swierpel and Mr. Borth both expressed their willingness to meet with others that are interested in implementing a program to integrate communities and schools.

Mrs. Weiser suggested that the report be disseminated to community foundations.

Mr. Watkins stated that he will make sure the report is shared with community foundations.

Mrs. Straus asked the Task Force to develop a policy statement incorporating the recommendations in the report.

Mr. Warren asked if there has been discussion about extending the school day to include service learning opportunities. Dr. Dudley stated that many schools have extended the school day and incorporated service learning opportunities.

IX. PRESENTATION ON LEARNING TO GIVE

Mr. Watkins and Mrs. Straus introduced Dr. Kathryn A. Agard, Executive Director, Learning to Give, and Dr. Russell Mawby, Chairman, Learning to Give Steering Committee, who shared information on Learning to Give. Mrs. Straus introduced Dr. Mawby, Chairman Emeritis, W. K. Kellogg Foundation, as one of the outstanding citizens of the State of Michigan. Dr. Mawby stated that in 1997, the Council of Michigan Foundations, and a consortium of nonprofit organizations, governmental agencies, and businesses began an innovative project to counteract the decline of civic involvement.

Dr. Mawby said major financial contributors in Michigan include W.K. Kellogg Foundation, C.S. Mott Foundation, the McGregor Fund, and many community foundations. Dr. Mawby said Learning to Give has developed teaching units that fit into the curriculum and infuse volunteerism into learning experiences. Dr. Mawby said classroom teachers have created all of the teaching units.

Dr. Agard said Learning to Give is a high-quality, K-12 program of more than 500 lessons that is on the verge of a national demonstration launch. Dr. Agard said Learning to Give includes: (1) standards and benchmarks that mirror the Michigan Educational Assessment Program (MEAP), and (2) lesson assessments with scoring rubrics. Dr. Agard said 90 per cent of the lessons have a service learning component, and teacher education is also part of Learning to Give. She explained that all lessons are available for free by downloading them from the website: www.learningtogive.org Mrs. Straus said there is a link to Learning to Give on the Michigan Department of Education website.

In response to Mr. Warren, Dr. Agard said it would helpful to have a specific standard in the Michigan Curriculum Framework addressing service learning.

Mr. Warren moved, seconded by Dr. Moyer, that the State Board of Education is pleased to commend Learning to Give. Learning to Give promotes the Board-approved learning standards for Core Democratic Values and civic responsibility. The State Board encourages local schools to take advantage of the Learning to Give lesson plans which have been developed by teachers, and are available on the Michigan Department of Education's website.

Mrs. McGuire asked for clarification that the commendation is not an endorsement.
Mr. Warren said Mrs. McGuire is correct.

Mr. Austin asked if the commendation is a strong enough statement of support. Dr. Mawby and Dr. Agard said, "Yes."

The vote was taken on the motion.

The motion carried unanimously.

The Statement of Commendation is attached as Exhibit B.

X. **APPROVAL OF PROPOSAL FOR REVISION OF MICHIGAN CURRICULUM
FRAMEWORK AND ADOPTION OF POLICY ON LEARNING EXPECTATIONS FOR
MICHIGAN STUDENTS**

Mr. Paul Bielawski, Special Assistant, Office of Underperforming Schools, presented the Proposal for Revision of Michigan Curriculum Framework and Adoption of Policy On Learning Expectations for Michigan Students.

Mrs. Wise moved, seconded by Dr. Moyer, that the State Board of Education approve the Proposal for Revision of the Michigan Curriculum Framework, as contained in Exhibit A of the Superintendent's memorandum dated June 4, 2002.

In response to questions from Mrs. McGuire and Mrs. Gire regarding teams for focused work on writing and editing, Mr. Bielawski said elementary teachers, subject matter experts, and other educators will be involved in the revision process.

The vote was taken on the motion.

The motion carried unanimously.

Mr. Austin moved, seconded by Mrs. Gire, that the State Board of Education adopt the Policy on Learning Expectations for Michigan Students, as contained in Exhibit B of the Superintendent's memorandum dated June 4, 2002.

The motion carried unanimously.

Mr. Warren noted that the adoption of the Proposal for Revision of the Michigan Curriculum Framework, and especially the Policy on Learning Expectations are the most important and far reaching actions of the Board this year, along with the task forces and accreditation.

The Proposal for Revision of the Michigan Curriculum Framework is attached as Exhibit C.

The Policy on Learning Expectations for Michigan Students is attached as Exhibit D.

XI. PERSONAL PRIVILEGE – MR. THOMAS D. WATKINS, JR.

Mr. Watkins introduced Mrs. Sue Gutierrez, Michigan Teacher of the Year 2002-2003, and thanked Ms. Jean Shane, Special Assistant for Awards and Recognition Programs, for her work with the Teacher of the Year Program.

XII. RECESS

The Board recessed for lunch at 12:00 a.m. and reconvened at 1:15 p.m.

XIII. AWARDS AND RECOGNITIONS

A. Presentation of Stella Gikas Professional Support Staff Excellence Award

Mrs. Straus gave background of the Stella Gikas Professional Support Staff Excellence Award. In 1991, the State Board of Education approved the establishment of the Stella Gikas Secretarial Award, later renamed the "Stella Gikas Professional Support Staff Excellence Award," to be given annually to an outstanding support person in the Michigan Department of Education. The award is given for providing leadership to others, outstanding service to education, dedication to excellence, and maintaining the highest professional standards.

A subcommittee comprised of Mrs. Straus; Mrs. McGuire; Mrs. Eileen Hamilton, State Board Executive; Ms. Terry Wardell, Director, Office of Human Resources; Ms. Jean Shane, Special Assistant for Awards and Recognition Programs; and Ms. Marilyn Schneider, Recording Secretary, State Board of Education and the 2001 Stella Gikas Professional Support Staff Excellence Award recipient; met to review the nominations received for the 2002 award.

Mrs. Straus presented the 2002 Stella Gikas Professional Support Staff Excellence Award to Ms. Deborah Barlow, Secretary in the Office of Professional Preparation and Certification Services. Several individuals nominated Ms. Barlow citing the following attributes: efficiency in accomplishing tasks, making sure all deadlines are met, maintaining the highest professional standards in the way she performs her duties in dealing with staff at all levels, helping others, and expecting excellence from other support staff.

Mr. Watkins said that the inspiration from the Stella Gikas Award Professional Support Staff Excellence Award helped in establishing the Michigan School Support Person of the Year Award to be given to an outstanding support person representing a school district.

This was a presentation only and no action was required.

XIV. PUBLIC PARTICIPATION IN THE STATE BOARD OF EDUCATION MEETING

- A. Mr. Mike Washburn, 6590 Cascade, S.E., Grand Rapids, MI 49546. Mr. Washburn, Superintendent of Forest Hills Public Schools, offered comments on the performance of Mr. Watkins.
- B. Ms. Shari Krishnan, 1550 Brandywine, Bloomfield Hills, MI 48304. Ms. Krishnan commented on the performance of Mr. Watkins and the State Board of Education.
- C. Mr. Herb Yaminishi, 200 Museum Drive, Suite 101, Lansing, MI 48933. Mr. Yaminishi, representing Learning Disabilities Association of Michigan, shared comments on Mr. Watkins' performance.
- D. Ms. Denise Dooley, 23038 Beech, Dearborn, MI 48124. Ms. Dooley, representing Michigan Parent, Teacher, Student Association and Dearborn PTA Council, offered comments on the performance on Mr. Watkins.
- E. Mr. Frederick Kline, 80 East Hancock, #1514, Detroit, MI 48201. Mr. Kline, representing Society for Excellence in Education and Students and Taxpayers United, offered comments on public education.

XV. PERSONAL PRIVILEGE – MRS. KATHLEEN STRAUS

Mrs. Straus introduced Mrs. Cherry Jacobus, a former member of the State Board of Education, who was in attendance.

XVI. PRESENTATION ON MICHIGAN TEACHER OF THE YEAR PROGRAM

Ms. Jean Shane, Special Assistant for Awards and Recognition Programs, introduced Mr. Jim Linsell, 2001-2002 Michigan Teacher of the Year, who is completing his sabbatical year as a member of the Department staff. Mr. Linsell introduced his wife, Mary Ann Linsell. Mr. Linsell shared a presentation on his activities as Teacher of the Year. He said that his initial goals were: (1) recruit, retain, and recognize Michigan teachers; (2) provide professional development to Michigan teachers; and (3) represent Michigan teachers. Mr. Linsell said his goals broadened to align with State Board priorities, and he tried to visit all areas of the state. He said he established a web page, modeled the use of technology in his presentations, and tried to focus on bright spots in education. Mr. Linsell said there is a need for teachers to readily use data to analyze the effectiveness of what is taught in schools. Mrs. Straus commended Mr. Linsell for his outstanding leadership as Michigan Teacher of the Year.

Ms. Sue Gutierrez, social studies teacher at Forest Hills Central Middle School, was introduced as the 2002-2003 Michigan Teacher of the Year. Ms. Shane shared a videotape of the surprise announcement including Mrs. Gutierrez's impromptu acceptance speech.

This was a presentation only and no action was required.

XVII. EVALUATION OF SUPERINTENDENT OF PUBLIC INSTRUCTION

Mrs. Straus assumed the Chair to discuss the Evaluation of the Superintendent of Public Instruction.

Mrs. Straus said that all of the public comments at today's meeting regarding the Superintendent's performance have been favorable. She said the Board should be proud of its selection of Thomas D. Watkins, Jr. as Superintendent and what has been accomplished in his first year.

Mrs. Straus said in addition to the people who spoke earlier in the meeting, many others throughout the state have commented on how Mr. Watkins has energized the community and done an outstanding job. She said the Board wanted a leader and got one.

Mrs. Straus said the Board approved evaluation criteria in November 2001, and was asked in late April to complete their evaluation by June 1, 2002. She said unfortunately some Board members were late in submitting their evaluations, and then she was out of state, and therefore unable to complete a summary of the evaluation comments to distribute to the Board prior to the meeting. She said she would complete the document and distribute it in the future.

XVIII. APPROVAL OF STANDARDS FOR THE PREPARATION OF TEACHERS FOR A NEW EDUCATIONAL TECHNOLOGY ENDORSEMENT FOR TEACHER CERTIFICATION

Ms. Sue Wittick, Office of Professional Preparation and Certification Services; and Ms. Ellen Hoffman, Vice Chair, Consortium for Outstanding Achievement in Teaching With Technology; presented the Standards for the Preparation of Teachers for a New Educational Technology Endorsement for Teacher Certification.

Ms. Wittick said at the May 9, 2002 meeting, the Board discussed the educational technology endorsement for previously certified teachers and standards for the preparation of teachers. Ms. Wittick said that at the request of the Board, the item was reviewed at the May 23, 2002 meeting of the Professional Standards Commission for Teachers, and modifications were made.

Mr. Warren moved, seconded by Mrs. Gire, that the State Board of Education approve the Standards for the Preparation of Teachers for a New Educational Technology Endorsement for Teacher Certification, as discussed in the Superintendent's memorandum dated May 30, 2002.

The motion carried unanimously.

XIX. APPROVAL OF STANDARDS FOR THE READING REQUIREMENT FOR TEACHERS

Ms. Sue Wittick, Office of Professional Preparation and Certification Services; Ms. Faith Stevens and Ms. Lynnette VanDyke, Office of School Excellence; presented the Standards for the Reading Requirement for Teacher Certification. Ms. Wittick said the Board is being asked to approve certification standards for the preparation of all

elementary and secondary teachers in reading instruction. Ms. Wittick said the proposed standards were developed to reflect and support Michigan's K-12 Curriculum Framework and Benchmarks, as well as standards adopted by national professional/specialty area organizations.

Mr. Warren asked that an explicit standard be written stating that the teacher will build the vocabulary of the students.

Mr. Warren asked that Number 13, Page 7; and Number 26, Page 9; of the Certification Standards for the Preparation of all Elementary Teachers in Reading Instruction be aligned with the Policy Statement About the Learning Expectations for Children, as approved by the Board on June 13, 2002.

Mr. Warren also asked that staff look for parallel provisions in the Certification Standards for the Preparation of all Secondary Teachers in Reading Instruction.

Mr. Warren asked for clarification of non-print text, as stated in Number 24, Page 8, of the Certification Standards for the Preparation of all Elementary Teachers in Reading Instruction. Ms. VanDyke answered that non-print text would include oral communication, visual presentation, and sign language.

Mr. Warren asked for clarification on refining spelling knowledge, as stated in Number 36, Page 10, of the Certification Standards for the Preparation of all Elementary Teachers in Reading Instruction. Ms. VanDyke answered that spelling would be included in writing.

Mrs. Wise moved, seconded by Mrs. Gire, that the State Board of Education approve the Certification Standards for the Preparation of all Elementary and Secondary Teachers in Reading Instruction, as discussed in the Superintendent's memorandum dated May 30, 2002, and including the above mentioned modifications.

The motion carried unanimously.

XX. CONSENT AGENDA

- H. Approval of Criteria for a Grant for Integrated Behavior Support Under the Individuals with Disabilities Education Act (IDEA)
- I. Approval of Criteria for Public Awareness, Information and Referral Grant Under the Individuals with Disabilities Education Act (IDEA)
- J. Approval of Criteria for a Grant for Education Information Network Under the Individuals with Disabilities Education Act (IDEA)
- K. Adoption of Resolution in Memory of Glen H. Peters
- L. Adoption of Resolution Honoring Burdette Andrews
- M. Approval of Nominations to the Special Education Advisory Committee

T. Approval of Criteria for Teen Health Center Grants

U. Approval of Criteria for Comprehensive School Health Education Grants

Mr. Warren moved, seconded by Mrs. Wise, that the State Board of Education approve the consent agenda as follows:

H. approve criteria for the Integrated Behavior Support Grant under the Individuals with Disabilities Education Act (IDEA), as identified in the Superintendent's memorandum dated May 30, 2002;

I. approve criteria for the Public Awareness, Information and Referral Grant for FY 2002-2003 under the Individuals with Disabilities Education Act (IDEA), as identified in the Superintendent's memorandum dated May 30, 2002;

J. approve criteria for Education Information Network under the Individuals with Disabilities Education Act (IDEA), as identified in the Superintendent's memorandum dated May 30, 2002;

K. adopt the resolution attached to the Superintendent's memorandum dated May 30, 2002, in memory of Glen H. Peters;

L. adopt the resolution attached to the Superintendent's memorandum dated May 30, 2002, honoring Burdette Andrews;

M. approve the nominees listed in Attachment A of the Superintendent's memorandum of May 30, 2002, to serve as members of the Special Education Advisory Committee for the terms specified;

T. approve the criteria for the Teen Health Center Grants, as attached to the Superintendent's memorandum dated June 6, 2002; and

U. approve the criteria for Comprehensive School Health Education Grants, as attached to the Superintendent's memorandum dated June 6, 2002.

The motion carried unanimously.

The resolution regarding Glen H. Peters is attached as Exhibit E.

The resolution regarding Burdette Andrews is attached as Exhibit F.

A list of individuals appointed to fill vacancies on the Special Education Advisory Committee is attached as Exhibit G.

XXI. REPORT OF THE SUPERINTENDENT

N. Report on Pending Motions (This item has been removed from the agenda.)

O. Human Resources Report

- P. Report on Approval of New or Revised Teacher Education Programs
- Q. Report on Property Transfers
- R. 2001-2002 Special Projects Grants Under Centers for Disease Control and Prevention – Continuation
- S. 2002-2003 Comprehensive School Reform Demonstration Program – Continuation
- V. 2001-2002 United States Department of Education, Charter School Grant Program – Amendment
- W. 2001-2002 State Improvement Grant (SIG) – Continuation
- X. Report on Administrative Rule Waivers
- Y. Report on Department of Education Cosponsorships

Mr. Watkins provided an oral report on the following:

A. School District of the City of Inkster

Mr. Watkins said that Governor Engler acted on his recommendation to invoke Public Act 72 and appointed a review committee to meet regarding the School District of the City of Inkster and report to the Governor and the State Board by June 30, 2002. Mr. Watkins said he is reviewing options that could be used in the future if a district is found to be in an educational crisis. Mrs. Straus suggested that the students of Inkster might be able to benefit from the provisions of the No Child Left Behind Act.

B. No Child Left Behind Act of 2001

Mr. Watkins said that he, Dr. Moyer, Mrs. Straus, Mrs. Wise, and Mr. Warren attended a presentation on June 12, 2002 by Mr. Sandy Kress, the President's chief advisor in the White House on the No Child Left Behind Act. Mr. Watkins said Mr. Kress provided clarity on the federal legislation.

C. Proposal A to A+

Mr. Watkins said good information and suggestions have been generated at the Proposal A to A+ forums. Mr. Watkins said suggestions involve infrastructure as well as operations. Mr. Watkins said more forums will be scheduled for the fall.

D. Budget Reductions

Mr. Watkins said the Department budget has been cut by over 20 per cent this year, early retirements are more than 20 per cent, and there is no state money to oversee No Child Left Behind.

E. Audit Report – Public School Academies

Mr. Watkins said the Performance Audit of the Office of Education Options, Department of Education, will be released on June 14, 2002. Mr. Watkins said each Board member will receive a copy of this audit report.

F. MI CLiMB

Mr. Watkins distributed a MI CLiMB compact disc to each Board member. Mr. Watkins said MI CLiMB, developed by the Michigan Department of Education, contains an easily understood clarification of each core area benchmark.

G. Dedication of Phillip E. Runkel Conference Room

Mr. Watkins noted that the dedication of the Phillip E. Runkel Conference Room will take place at 3:30 p.m. following the Board meeting.

XXII. COMMENTS BY STATE BOARD OF EDUCATION MEMBERS

Mr. Watkins led a discussion among Board members identifying topics for future Board meetings. Topics for Discussion at Future State Board of Education Meetings is attached as Exhibit H.

XXIII. TENTATIVE AGENDA FOR NEXT MEETING

Mr. Warren moved, seconded by Mrs. Wise, that the July 11, 2002, State Board of Education meeting be cancelled.

The motion carried unanimously.

XXIV. FUTURE MEETING DATES

- A. ~~July 11, 2002~~ **CANCELLED**
- B. August 8, 2002
- C. September 12, 2002
- D. October 17, 2002
- E. November 14, 2002

XXV. ADJOURNMENT

The meeting adjourned at 3:15 p.m.

Respectfully submitted,

Michael David Warren, Jr.
Secretary

MICHIGAN
STATE BOARD OF EDUCATION

**Report Of The
Task Force on Integrating
Communities and Schools**

Sharon Gire and Herbert Moyer, Co-Chairs

June 13, 2002

MICHIGAN STATE BOARD OF EDUCATION TASK FORCE ON INTEGRATING COMMUNITIES AND SCHOOLS

What happens in a school affects the community, and what happens in the community affects the school. If teachers and school administrators expect to be successful in their primary mission of educating the community's children, they need to know a great deal about the community and the families from which the children come. (*Engaging Families & Communities, Pathways to Educational Success*, Decker & Decker, 2000)

Building upon the work of the Full Day/Full Service Schools report and document completed in 1999, the State Board of Education Task Force on Integrating Communities and Schools sought to further highlight the importance of school-community relationships. The work and the recommendations of the Task Force are crucial, as enactment of the *No Child Left Behind* legislation requires serious commitment to the outcomes of students in schools that are consistently failing to provide adequate education, a commitment already certified by the State Board in their 2001-2002 Strategic Goal: *Attain substantial and meaningful improvement in academic achievement for all students, with primary emphasis on chronically underperforming schools.* *No Child Left Behind* also transfers the responsibility of administering the 21st Century Community Learning Centers funds to the Michigan Department of Education, thus making it imperative that the State have a clear vision of the impact that involved communities can have in the success of schools, but more importantly, in the success of children.

Increasingly, it is becoming evident that schools and communities should work closely with each other to meet their mutual goals. With respect to addressing barriers to development and learning and promoting healthy development, schools are finding they can do their job better when they are an integral and positive part of the community. Indeed, for many schools to succeed with their educational mission, they must have the support of community resources such as family members, neighborhood leaders, business groups, religious institutions, public and private agencies, libraries, parks and recreation, community-based organizations, civic groups, and local government. Reciprocally, many community agencies can do their job better by working closely with schools. (*School-Community Partnerships: A Guide*, The Center for Mental Health in Schools, n.d.)

Thus, the primary purpose of the task group and of the report generated from the work of the Task Group is to

Purpose

Create a connected community so that all students achieve by making collaborative use of the efforts and resources of all community partners/stakeholders.

(Task Force 9/20/2001)

PURPOSE OF THE TASK GROUP/PURPOSE OF THE REPORT

The Integrating Communities and Schools Task Force began meeting in late August 2001 and quickly came to consensus on the unifying purpose of the activities of the group. This goal also serves as the purpose of this report. The group felt that the importance of connections between schools and communities would lead to student achievement. The report is intended to be a useful guide for policymakers, the State Board of Education, the Michigan Department of Education, members of the Legislature, the entire education community, members of multipurpose collaborative bodies, units of government and others.

Moreover, the Task Force wishes this report to be useable. It is the hope of the group that communities and schools will find the information contained within to be of value as they shape policy, reach for and find solutions, and build strong relationships.

Artists, lawyers, psychologists, college faculty and students, business people, neighbors and family members come to support and bolster what schools are working hard to accomplish – ensuring young people's academic, interpersonal, and career success. Their presence turns schools into places that crackle with the excitement of doing, experiencing and discovering unknown talents and strengths. Community schools open up new channels for learning and self-expression. Students come early and stay late – because they want to. (*Community Schools: Partnerships for Excellence*, Coalition for Community Schools, 2000)

Enhance collaboration between communities and schools

- Bring communities and schools together
- Bring together teaching and learning with community support

Provide guidance (where to start)

- Identify critical elements
- Identify best resources
- Identify barriers

(Task Force 9/20/2001)

Goals

What would we like to see happen?

Rationale

Why do we want this to happen?

Evaluation data from such organizations as the Academy for Educational Development, the Stanford Research Institute, the Chapin Hall Centers for Children, and others, recently compiled by the independent researcher Joy Dryfoos, demonstrate the positive impact of community schools on student learning, healthy youth development, family well-being, and community life. Results include *students doing better on tests, students improving their attendance and behavior, and families having their basic needs met and being more involved in their children's education* [emphasis added]. Moreover, principals and teachers in community schools testify that deep and intentional relationships with community partners are not a distraction, but rather are a significant source of support, giving teachers more time to teach and students more opportunity to learn. (Harkavy, Ira and Martin Blank, *Community Schools*, Education Week, April 17, 2002)

A May 16, 2002 Detroit Free Press article entitled *After School – and All Alone* (Kresnak) drew attention to a Michigan's Children report, *After the Bell Rings*. A shocking statistic reported in the Free Press article that was cited in *After the Bell Rings* is the fact that nearly half of all children in elementary school report caring for themselves before or after school. The *State Child Care Profile for Children with Employed Mothers: Michigan* by the Urban Institute in Washington, DC provided the statistic, and Michigan's Children warns that increased work requirements for single parents who receive welfare benefits may put their children at greater risk if attention is not paid to the supervision of children during out-of-school time.

But the integration of communities and schools sought by the Task Force goes beyond solely planning for out-of-school time to a true supportive, reciprocal integration of community support for the school and schools providing a sort of sustenance for the community. Lizbeth Schorr's 1998 book, *Common Purpose: Strengthening Families and Neighborhoods to Rebuild America*, primarily focused on communities in which there are significant challenges, but the principles that she espoused can be applied to any setting. The importance of the relationships that are reciprocal in nature assists in the integration of the approach to address the needs of a community and "the idea that the multiple and interrelated problems...require multiple and interrelated solutions."

The Task Force determined that to reach the goals identified, specific steps and activities were to be accomplished. Subcommittees were formed and charged to develop reports to guide communities and schools in the integration process. The four subcommittees were formed around the following:

- Building Awareness
- Identify Resources and Processes
- Identify Successful Programs, Best Practices and Tools
- Identify Opportunities and Challenges

Each subcommittee was asked to develop concrete policy recommendations using sound data based on research that can be used in order to educate and influence policy makers. **Full copies of the reports of each subcommittee are contained in the appendix.** Commonalities existed across the subcommittees, thus the recommendations have been addressed as a whole, rather than in the individual subcommittee categories.

Recommendations

It is recommended that:

1. The State Board direct the Superintendent to produce a yearly document outlining all existing financial sources of funding (with eligibility criteria) that can be used for interagency collaborative projects and to disseminate the document to school superintendents, intermediate school district superintendents, multi-purpose collaborative bodies, and interested community groups.
2. The State Board encourage local collaboration by enacting through its grants and contract requirements proof of active collaboration in related school actions.
3. The State Board encourage school districts to get actively involved in their local multipurpose collaborative body (MPCB).
4. The State Board seek legislation where necessary and create policy where necessary that allows school districts greater flexibility in the use of existing financial resources to meet identified community needs. Such needs may include school readiness, family resources, and out-of-school time programming.

Examples of existing financial resources may include funding designated through *No Child Left Behind* (Title funding such as Safe and Drug Free Schools and 21st Century Community Learning Centers [CCLC]), and Section 31a of the State School Aid Act. A specific example of the use of funds would be to encourage and to allow districts to use funds to support leadership for school/community integration, and secure the training needed for effective implementation. The leadership position should be provided by someone who has the following characteristics and who may be from outside the school system.

5. The State Board advocate for additional state funding for community school programs to supplement the 21stCCLC program.
Several states provide funding for before/after school programs.
(Langford, Barbara Hanson. *State Legislative Investments in School-Age Children and Youth*, Washington, DC: The Finance Project, June 2001).
6. The State Board advocate for continued use of funds from other state agencies to support school and community integration, and encourage the provision of funding to support community driven initiatives.
An example is the Family Independence Agency's use of Temporary Assistance for Needy Families (TANF) funds for before and after school programs and the Department of Community Health's expenditures for school-based health clinics. This advocacy may take on the guise of providing policy support for the flexible use of funds to share in the realization of identified community needs, and requiring evaluative oversight of the multipurpose collaborative bodies (MPCBs) to verify the effective use of such flexibility.
7. The State Board direct the Superintendent to develop a guide for local districts that outlines how to promote community integration, how to identify assets and build an awareness of need, how to identify and be involved with various stakeholders, how to involve and be involved with business, how to build staff awareness and buy-in, how to identify and involve various community groups, and how to market in the community.
8. The State Board advocate for rules, regulations and legislation that enable provision of quality services taking place in school facilities before and after the school day.
Schools follow safety and sanitation rules and regulations during the portion of the day that is considered "instructional." When planning programs for out-of-school time, many schools have been unable to meet the more stringent standards for fire safety required to become licensed through the Division of Child Day Care Licensing of the Department of Consumer and Industry Services, and thus, have been unable to offer school-based services before and after school.
9. The State Board develop and disseminate model standards for programs offered during out-of-school time.
10. The State Board direct the Superintendent to identify, determine mechanisms to disseminate and provide links to and models for interagency-school collaboration, (i.e. mentoring, full day and full service schools, service learning), including developing a variety of tools using multiple media opportunities to support communities and schools gaining knowledge (i.e., CD-ROM, web site, video for use in cable access, etc.).
11. The State Board direct the Superintendent to develop a process for providing technical assistance in developing, improving and sustaining interagency-school collaboration. Communities will require a variety of resources to support their efforts to create local initiatives that meet identified needs in the community (i.e. Financial, Planning,

Management, Leadership, How to Build a Collaborative Initiative, Developing Local Long Term Sustainability, and Assessment). Encourage or require that the Michigan Department of Education establish a network of regional exemplary programs as part of funding grants and/or establishing programs in order to leverage field expertise for the operational support of other like-programs in that area.

12. Direct the Superintendent to work with state level interagency partners to develop training for community and school partners to promote mutual understanding of issues and concerns. Include selection and training of leadership, selection and orientation of advisory groups, "How To Talk School" (understand MEAP, state standards and benchmarks, North Central Association accreditation, Michigan State Board of Education Standards for Accreditation, school culture, etc.), how to relate to community organizations and agencies, and the role of the MPCB.
13. The State Board encourage school districts to create a local plan for promoting and sustaining community/school collaboration. The plan might include:
 - Developing a written plan that includes measurable goals and accountability for how funds are used and what results are expected.
 - Using a strength based planning process to identify assets, assess needs and gaps, programs, resources, partners etc.
 - Conducting a community resource audit and assessing possible areas of collaboration. Community partners and parents would be integrated into identifying internal and external resources.
 - Identifying a process to collect meaningful, useful data that can be posted to the State website.
 - Developing a long-term sustainability plan for initiatives that integrate communities and schools. (Examples: After-school programs, 21st Century Community Learning Centers, school based health clinics, investment strategies, use of short-term funding to build capacity). The choice of initiatives would be determined by the collaborative planning process in the local community.
 - Allowing time for the initiative to show improvement. Communities need at least five years of sustained efforts to show improvements. Build accountability into the system – report the results.

Appendix A
Subcommittee Reports

Building Awareness Sub-committee Report

In order to build awareness for the importance of integrating schools and communities it was determined that we need to appeal to:

1. students
2. parents
3. civic organizations
4. chambers of commerce
5. senior citizens
6. parents of former students
7. businesses
8. school personnel/school boards
9. unions
10. faith-based organizations
11. health agencies

Strategies:

1. Use student leadership in promoting communication with community.
2. Encourage relationships between staff and civic organizations.
3. Meet with city chambers of commerce to develop pacts with businesses and schools.
4. Set up models for businesses to support schools in a district.
5. Media involvement: promotion and marketing
6. Develop media implementation kits for districts
7. State license plates: Promote Public Education
8. Billboards and bus posters: "What have you done for your local schools today?"

Challenges:

1. Change the Thinking of the School Community. Currently the schools are not always receptive to including the community in schools. While some schools have an open-door attitude to parents and the community, others are very reticent to have the public at-large using the school facilities or being involved in the classroom activities.
2. Find ways to bring the community into the schools. Each group identified above must have ways to be involved.
3. Identify agencies in the community that meet specific needs. We need to develop a contact list.
4. Develop a list of kinds of activities to involve the community. i.e. best practices
5. Develop a benefits document to show how these activities help.

Identify Resources and Processes

Goal: To identify resources and processes to create a connected community so that all students achieve by using the efforts and resources collaboratively of all community partners and stakeholders.

Recommendations

I. State Board of Education

14. Produce a yearly document outlining all existing financial sources of funding (with eligibility criteria) that can be used for interagency collaborative projects. Disseminate document to school superintendents, ISD's, multi-purpose collaborative bodies, etc.
15. Create policy that allows school districts greater flexibility to use existing financial resources to meet identified community needs such as school readiness. (Examples of existing financial resources: No Child Left Behind funding, Title funding, Section 31.a, Safe and Drug Free Schools, 21st CCLC etc.)
16. Provide models for interagency-school collaboration, ie. mentoring, full service schools, service learning, etc.
17. Develop a process for providing technical assistance on developing, improving and sustaining interagency-school collaboration. Communities will require a variety of resources to support their efforts to create local initiatives that meet identified needs in the community, ie. Financial, Planning, Management, Leadership, How to Build a Collaborative Initiative, Developing Local Long Term Sustainability, and Assessment
18. Develop a training for community and school partners to promote mutual understanding of issues and concerns. Include "How To Talk School" (understand MEAP, state standards and benchmarks, North Central Association accreditation, Michigan State Board of Education Standards for Accreditation, school culture, etc.), how to relate to community organizations and agencies and the role of MPCB.
19. Advocate continued use of funds from other state agencies to support school and community integration, ex. TANF funds for before and after school programs, and school based health clinics.
20. Allow districts to use funds to support a position(s) for leadership of school/community integration (training needed - possibly designed and delivered by the National Center for Community Education). Could be someone or some agency from outside the school system. (See number 2 above for possible funding sources.)
21. Explore additional state funding for community school programs to supplement the 21stCCLC program. Several states provide funding for before/after school programs Reference: State Legislative Investments in School-Age Children and Youth – The Finance Project

II. Local Level

- Provide and encourage opportunities for school district participation in their local multi-purpose collaborative planning process.
- Develop a vision for school-community collaboration based on student/district needs, and supported by research based best practice and data. What community needs exist? Are there any service gaps? Determine how this effort will contribute to narrowing gaps in student achievement, meeting identified needs, reducing crime, improving health, etc.
 - Create a local plan for promoting and sustaining community school collaboration.
 - Develop a written plan that includes measurable goals and accountability for how funds are used and what results are expected.
 - Use an asset based planning process to identify needs and gaps, programs, resources, partners etc.
 - Conduct a community resource audit and assess possible areas of collaboration community partners and parents (who else could do this better?) Identify internal and external resources.
 - Develop a long term sustainability plan for initiatives that integrate communities and schools. (examples: After-school programs, 21st Century Community Learning Centers, school based health clinics). The initiatives would be determined by the collaborative planning process in the local community.
 - Allow time for the initiative to show improvement. Communities need at least five years of sustained efforts to show improvements. Build accountability into the system – report the results.

Recommended attachments:

1. State Legislative Investments in School-Age Children and Youth – The Finance Project
2. Sustainability Planning Workbook—The Finance Project
3. Full Service Schools Issues 1 and 2—Best Practice Briefs, Michigan State University
<http://outreach.msu.edu/bpbriefts/>

Successful Programs, Best Practices, and Tools

PURPOSE: Encourage communities to create a connected community of partners so that all students learn and achieve.

In order to achieve this purpose the following examples are being provided as a guide for others who have made a commitment to integrating school and community for the improvement of student learning. These examples met the following criteria, which are held to be essential for this process to contribute successfully to school improvement.

- Broad, active community collaboration and program control based on common community goals which include student success in school, usually through the County MPCB (Multi-Purpose Collaborative Body)
- Community planning is strengths based usually founded on an assets approach to the identification of needs, gaps in service, and program development based on the resources of the community partners.
- Programs are based on a written plan that is integrated with the overall community plan for success for community members of all ages in a continuum of care.
- The Schools have become full active partners in the community collaborative process and have learned to practice “agency speak” and “business speak” and have helped others with “education speak”.

Recommended Models				
Location	Model	Key features	Key Outcomes	Contact Information
Michigan				
Carman- Ainsworth Community Schools	Learning Community	Integrated family services model (Early Childhood, Even Start, Head Start, Early Head Start, Adult Education, Community Education)	<ul style="list-style-type: none"> •Increased student achievement •Increased parent involvement •Increased family outcomes 	Dave Swierpel Carman-Ainsworth Community Schools G-3475 W. Court Street Flint, MI 48532 810-591-3208
Big Rapids Public Schools	S.A.F.E. 2000 – New Village Learning Community	After school and summer programs in collaboration with the 44 member HSCB and the community – over 1,000 attend Also very active leadership in the Mecosta County HSCB	<ul style="list-style-type: none"> •Increased student outcomes •Increased school attendance •Increased parent satisfaction •Decreased community youth crime 	David Borth, Director 21034 15 mile rd Big Rapids, Mi 49307 231-796-2627

Location	Model	Key features	Key Outcomes	Contact Information
Michigan				
Michigan Communities In Schools Holland MI. *Sites in Detroit PS, Tecumseh, Kalamazoo, Mancelona, and Ottawa and Lenawee Counties	Communities In Schools Life Services System is the State Office for CIS and can assist local communities with their development.	<ul style="list-style-type: none"> Each community has its own Independent Board CIS coordinates repositioned services into schools 	<ul style="list-style-type: none"> Decreased drop-out rates Improved attendance Increased promotion rates Improved academic performance 	Deanna DePree Life Services System Parent Information & Resource Center 160 S. Waverly, Holland 49423 616-396-7566 x 116
Parents As Teachers Michigan Center Holland MI - 108 programs across Michigan	Parents As Teachers The Life Services System Parent Information and Resource Center is the State Office for PAT, assisting with training of parent educators, their supervisors, and boards.	<ul style="list-style-type: none"> Early Childhood Community Collaboratives based on the philosophy "Parents are a child's first best teacher" Personalized Home visits Early & frequent screenings Community-wide referrals Parent/child group meetings 	<ul style="list-style-type: none"> Collaboration among providers Early identification of delays Increased confidence and competence in parenting roles Children are ready to learn Greater academic achievement Early and continuing parental involvement in their children's schooling 	
Ann Arbor PO Box 2043 Ann Arbor, MI 48108	National African American Parent Involvement Day	<ul style="list-style-type: none"> African American Parents take their children to school or Visit their children in school Second Monday in February annually 	<ul style="list-style-type: none"> Increased parent involvement Increased support for the schools Increased support for their children Increased communication between the home, family, community, and businesses. 	Joseph Dulin 1-800-351-4097
28 school districts throughout MI (for a complete list contact Michigan Community Service Commission)	Learn and Serve – Michigan (Service-Learning grants)	<ul style="list-style-type: none"> Learn and Serve-Michigan focuses on engaging young people in volunteerism while helping them achieve their education goals. Schools may apply for grant funds to bring service learning to our state's classrooms. 	<ul style="list-style-type: none"> Increased academic achievement Increased student and teacher involvement Increased parent involvement Increased community involvement Increased student interest in their education 	Michigan Community Service Commission Angelia Salas Jeanine Yard 1048 Pierpont, Suite 4 Lansing, MI 48913 (517) 241-2553 www.michigan.gov/mcsc

Location	Model	Key features	Key Outcomes	Contact Information
Michigan				
Currently, there are 25 communities participating as Communities of Promise. For a list of the communities contact MCSC.	Michigan's Promise	Michigan's Promise is our state's answer to the call of America's Promise. Founded by General Colin Powell, the Promise effort strives to have a positive impact on the lives of children by providing them with the Five Promises (a caring adult, safe places, a healthy start, marketable skills, and an opportunity to give back through service.)	<ul style="list-style-type: none"> Increased collaboration in local communities. Youth provided with the necessary supports (Five Promises) need to become successful adults. Provides some of the 40 assets kids need. Usually connected to other collaborations in the community such as MPCB) 	Michigan Community Service Commission Liz Scully 1048 Pierpont, Suite 4 Lansing, MI 48913 (517) 241-3493 www.michigan.gov/mcsc
Branch County ISD, Char Em ISD, Detroit Public Schools, Pontiac Schools, Marquette/Alger RESA, Muskegon Public Schools, Ionia County ISD and other sites throughout MI. For a complete list of programs contact MCSC.	Michigan's AmeriCorps	AmeriCorps is a domestic version of the Peace Corps where individuals serve on a full- or part-time basis for one or more years to address local issues including education issues. Currently, 16 Michigan's AmeriCorps programs are addressing local education issues by recruiting volunteers for schools, providing conflict resolution, tutoring and mentoring students, and engaging youth in service-learning	<ul style="list-style-type: none"> Increased academic achievement Increased parent and community involvement. Decreased incidents of violence and suspension Increased support for service-learning 	Michigan Community Service Commission Kimberlee Andrews Michael Freeman 1048 Pierpont, Suite 4 Lansing, MI 48913 (517) 241-3606 www.michigan.gov/mcsc
Mancelona, Michigan	Project S.H.A.R.E. – School/Home Alliance to Restructure Education	Built a Family Resource Center on school grounds through a community collaboration of health and human service agencies and the schools.	<ul style="list-style-type: none"> Center is open 15 hours daily providing services through 10 community agencies. Common intake referral process and family plan development, assets project for youth and economic development. 	Mancelona Public Schools Mancelona, Mi 49659 231-587-9764

Location	Model	Key features	Key Outcomes	Contact Information
National				
Alexandria, VA	Communities In Schools	See Michigan listing above	See Michigan above	Communities In Schools 277 S. Washington St. Alexandria, VA 22314 800-CIS-4KIDS
St. Louis, MO	Parents As Teachers	See Michigan listing above	See Michigan Center listing above	Parents As Teachers National Center 10176 Corporate Square Dr St. Louis, MO 63132 314-432-4330
Baltimore, MD	National Network of Partnership Schools "School, Family, and Community Partnerships" "The Epstein Model"	Brings together a collaborative action team to focus on the needs of children within an individual school building. Ideal fit for extending the school improvement team to engage the broader community	Engages teams around six types of involvement: 1. Parenting 2. Communicating 3. Volunteering 4. Learning at Home 5. Decision Making 6. Collaborating with the Community	National Network of Partnership Schools, Johns Hopkins University 2002 N Charles St. Baltimore, MD 21218 410-516-8800 nnps@csos.jhu.edu

Recommendations: The following recommendations are made based on some of the common themes that are suggested from the examples provided here

- Recommend/require all school districts to get actively involved in their local multipurpose collaborative body (MPCB)
- Require that all grant programs where collaboration is a proven asset to the realization of the grant purpose to include successful collaborative involvement in the community as a criteria for awarding funds. Require MPCB sign-off verifying the active and effective on-going involvement of the schools.
- Provide policy support for the flexible use of funds to share in the realization of identified community needs. Require evaluative oversight of the MPCB to verify the effective use of such flexibility.
- Allow districts to use funds to collaborate in the administrative oversight of school based community designed programs.
- Require that sustainability plans be developed as part of any integrated school – community program based on community planning for the use of community resources.
- Encourage the provision of funding to support community driven initiatives.

- Encourage or require that the MDE establish a network of regional exemplary programs as part of funding grants and/or establishing programs in order to leverage field expertise for the operational support of other like-programs in that area. This would be intended to extend the ability of the reduced MDE staff to more adequately provide support and over site of funded programs.

Appendix B

Michigan State Board of Education

Positions of the State Board Relevant to Integrating Communities and Schools

**STATE OF MICHIGAN
STATE BOARD OF EDUCATION**

FAMILY INVOLVEMENT POLICY

The State Board of Education believes that the education of students is enhanced by the involvement of parents and families in their children's education. We advocate strong connections between the home, school and the community as one means of reducing barriers to student achievement. Studies demonstrate that when parents are involved in their children's education, the attitudes, behaviors and achievement of students are positively enhanced.

Education is an integral part of our society. It is important for all parties to be at the table, providing input and resources to better the learning outcomes for our students. Working in genuine partnerships is mutually beneficial. Developing cooperative efforts and meaningful involvement contribute to improved schools and successful students.

Schools must welcome the public's involvement, and recognize and tap the strengths, dynamism and resources of all those who wish to participate with the schools in practical and tangible ways. Teacher training institutions also have a responsibility to provide training in family involvement.

The State Board of Education hereby recommends that every school district develop a Family Involvement Plan which will engage families, educators, businesses and other community members in education. Such plans will include outreach strategies, related home learning activities, community resources, and supportive school and district policies and actions.

The State Board of Education will disseminate model family involvement plans to assist local districts and school buildings in developing local plans.

Adopted May 15, 1997

STATE OF MICHIGAN
STATE BOARD OF EDUCATION

POLICIES FOR AFFIRMING SERVICE LEARNING

All Michigan citizens have the critical responsibility to participate in community and civic life. The State Board of Education reaffirms the fundamental role of K-12 education in preparing each generation for active, informed citizenship.

We recognize the integral role and exemplary efforts of Michigan schools in developing creative ways to make learning through service important components to a quality education.

Service learning is a teaching/learning strategy that integrates service to the community and volunteerism into the core academic curriculum in a way that helps students make real-world connections between their academic studies and solving community problems. Service learning gives students answers.

Today, approximately one-third of public elementary and secondary schools use service learning in their educational programs nationally. Service learning is currently improving schools.

Organizations that advocate for service learning standards have worked tirelessly to organize lessons that support the key role of public education in our democracy, the preparation of knowledgeable leaders, and supporting future citizen participation in society for the common good.

Service Learning is in keeping with State Board of Education policies on Character, Family Involvement, Safe Schools, Effective Learning Environments, Prevention of Bullying, and Encouraging Tolerance in Public Schools.

POLICIES

We believe that Service Learning is a valuable tool that address the long term goals of quality student academic achievement, workforce readiness, safe and secure learning environments, and a strengthened democracy and civil society. Therefore, it is the policy of the State Board of Education to encourage public schools to integrate service learning components into the classroom learning environment.

We accept that service learning lesson planning and integration into the classroom learning environment is an effort worthy of further replication, adoption and study. Teacher-tested, standards-based lessons and resources can provide high quality, student- friendly academic units of study directly aligned with the Michigan Curriculum Framework. Therefore, it is the policy of the State Board of Education that public schools research and utilize service learning as a powerful teaching method that can help to make learning exciting, meaningful, relevant, and

lasting for all students. We know that with the help of teachers, service learning lessons can promote new knowledge and understanding that will translate critical concepts in a structured age-appropriate way to children as part of their education in democratic citizenship. Therefore, it is the policy of the State Board of Education to encourage Michigan teachers to select and integrate academic lessons from service-learning activities to enrich student understanding of civil society and the role of free people in a democracy.

These Policies for Affirming Service Learning are guidelines for local schools as they work to achieve a positive learning atmosphere for all Michigan children. These Policies shall also serve as the policy framework for the Department of Education, as well as programs in other state administrative agencies over which the State Board of Education possesses policymaking authority. The State Board shall also use this policy framework to develop recommendations for the Legislature, the Governor, and state agencies; to formulate grant criteria; and to develop and implement other State Board programs, activities, and policies.

Adopted May 9, 2002

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MICHIGAN
STATE BOARD OF EDUCATION

STATEMENT OF COMMENDATION

“LEARNING TO GIVE”

Mr. Warren moved, seconded by Dr. Moyer, that the State Board of Education is pleased to commend “Learning to Give.” “Learning to Give” promotes the Board-approved learning standards for Core Democratic Values and civic responsibility. The State Board encourages local schools to take advantage of the “Learning to Give” lesson plans which have been developed by teachers, and are available on the Michigan Department of Education’s web site.

The motion carried.

Adopted June 13, 2002

STATE OF MICHIGAN
STATE BOARD OF EDUCATION

PROPOSAL FOR REVISION OF THE MICHIGAN
CURRICULUM FRAMEWORK

BACKGROUND

Section 1278 of Public Act 25, 1990 required the Department of Education to develop a model core curriculum, to serve as guidance to local school districts as they develop the local curriculum required by section 1278 of the School Code.

Public Act 25 required the Department to create "model core academic curriculum content standards." With four major academic content areas working to each design coherent programs across content, instruction, and assessment, the need to coordinate across the content areas became apparent. A joint steering committee was created to provide that coordination. The curriculum framework project was then charged to draft standards for consideration by the State Board of Education. The framework project produced standards and benchmarks for each of the content areas and a common set of standards for teaching/learning, assessment, and professional development.

Dozens of reviews were conducted throughout the state to inform people of the work and gather recommendations for improvement. Legislative public hearings were held in November of 1994. Monthly presentations to the State Board of Education, reporting the input of the reviews and hearings and Department responses to that input, began in January of 1995. The content standards were approved at the July 1995 State Board of Education meeting. The *Michigan Curriculum Framework* was published in 1996 to communicate all of the sets of standards to Michigan teachers to use in aligning classroom practice with the standards.

PURPOSE FOR CHANGES

In response to requests by the State Board of Education, it is the intent of the Department to revise the *Michigan Curriculum Framework* to maintain its quality and usefulness to local districts. The editorial goal is clarity and usefulness to teachers in their professional work, as well as revisions based on experience and changes in content areas and pedagogy.

Content Standards

Content standards in seven areas (Arts Education, Career and Employability Skills, Health Education, Life Management Education, Physical Education, Technology, and World Languages) were approved by the State Board of Education in 1997 (the Career and Employability Skills

content standards were revised in 2001) and should be added to the original set of content standards in the Framework document. The reauthorization of the Elementary and Secondary Education Act - No Child Left Behind Act of 2001 includes the requirement for an all student, grades three through eight, assessment in reading/language arts and mathematics. Because the *Michigan Curriculum Framework* standards and benchmarks do not describe content at grade level, the Framework needs to be revised to describe content at grade level for the purpose of creating assessments. In addition, all content standards should be reviewed in light of experience and subsequent changes in the substance of the content areas and pedagogy. The benchmarks will also be reviewed and revised as appropriate.

Teaching and Learning Standards

The current teaching and learning standards should be reevaluated in light of current research and the State Board of Education's Policy on Learning Expectations. The teaching and learning standards are part of the *Michigan Curriculum Framework* document and are included as Exhibit C. These four teaching and learning standards are based on a large-scale national research project. The Policy on Learning Expectations complements and informs the four current standards (i.e., higher order thinking, deep knowledge, substantive conversion, and value beyond the classroom), as well as indicates the high importance of the skills contained in the learning expectations. The Framework document will be reordered, placing the teaching and learning section first to highlight the overarching scope in relation to the content standards in the individual content areas. The text of the Framework will be revised with the goal of clarity and usefulness to teachers in their professional work, in light of experience, and alignment with the Policy on Learning Expectations. In addition, the Policy on Learning Expectations will be used to clearly communicate the Board's priorities and to set the direction and tone for the revision process in connection with the content standards and related text.

Assessment Standards

The current assessment standards of the *Michigan Curriculum Framework* are aligned to the current teaching and learning standards. The assessment standards will need to be revised, to reflect changes in the teaching and learning standards and revisions or clarifications to the content standards.

Professional Development Standards

Department staff has developed updated professional development standards and recommend they be submitted for statewide review for analysis and evaluation.

STRATEGY FOR REVISION

Content Standards

The State Board Education has discussed recommendations from Achieve, Inc. regarding the clarity of the content standards and benchmarks. The MI-CLiMB (Clarifying Language in Michigan Benchmarks) project is addressing this issue and has resulted in more understandable policy direction, usable by teachers in their classrooms. The Departments of Treasury and Education are

collaborating in a project to develop grade-level (K-8) content statements that would be the basis for the development of grade-level assessments (3-8) in reading/language arts and mathematics. This project includes extensive use of local district curriculum guides and committees of local district educators. In addition, the department of education will supervise the review and revision of the content standards in light of experience and subsequent changes in the content areas and pedagogy. The benchmarks will also be reviewed and revised as appropriate.

Teaching and Learning Standards

Upon the approval of the State Board Policy on Learning Expectations, the Department will oversee the revision of the teaching and learning standards to reflect the policy, as well as revisions based on experience. A statewide review, including any comments from the Michigan Association for Supervision and Curriculum Development (MASCD) (which has volunteered to assist the Department) will be conducted. The State Board's Policy on Learning Expectations will be used to inform the practices of the *Michigan Curriculum Framework* grade-level performance expectations writing committee as well as to all working on review and revisions to the content standards and benchmarks. This is being done to ensure that the intent of the policy is evident in the development of the student performance expectations.

The teaching and learning standards review will consist of two formats. The first format consists of regional meetings at selected intermediate school districts. The second format will be a web-based review. The Policy on Learning Expectations, along with comments of the MASCD review group, will be available on the web throughout the review period.

All comments will be compiled and summarized by Michigan Department of Education staff. A response will be written for each summary comment and recommendation.

Assessment Standards

Based on the State Board Policy on Learning Expectations and revisions to the teaching and learning section of the Framework, revisions to the current assessment standards will be developed to maintain consistency between teaching and learning and assessment.

Professional Development

The Department will convene a committee of educators that is representative of curricular leadership in the state to review and make recommendations concerning the professional development standards. This work will be coordinated with the revisions to the Entry-Level Standards for Michigan Teachers, which the State Board of Education approved for public hearing purposes in May, 2002, specifically to coordinate expectations for the use of technology by new teachers (described in the "seventh standard" of the Entry-Level Standards) and professional development provided to current teachers. This coordination will not delay the process leading to approval of the Entry-Level Standards.

REVISION PROCESS

The process to be used will have small teams for focused work on writing and editing, with opportunities for input and engagement from educators and the public. Provisions for direct input by the State Board of Education will be a part of the revision process. The Board will be asked to approve specific revisions to the content standards and benchmarks. We will work in close coordination with the Department of Treasury on the benchmarks and the connections with state assessment. A report will be presented to the State Board of Education including all review comments, summary comments, recommendations for modification, and characteristic information about the reviewers.

RESULTS

The result of the revision will be printed and electronic versions of the revised *Michigan Curriculum Framework*. The revised teaching and learning section will be placed immediately after the introduction chapter of the *Michigan Curriculum Framework* to highlight the importance of this material. This new chapter will be identified as State Board of Education policy for state educational initiatives, such as professional development projects, state student assessment, and teacher preparation.

TIME LINE

Work on the grade-level content in reading/language arts and mathematics has already begun, and will proceed quickly during the summer of 2002. Human and financial resources will be needed for writing, editing, and interactive review sessions. It should be noted that targeted federal grant funds supported the development of the current Framework document. The revision process will not require the same resource commitment as was devoted to the original development. Department staff are committed to making the revision process a high priority, and to expedite the time line for the project within available resources. The revision process can move much faster if additional resources are identified for the project.

Approved June 13, 2002

STATE OF MICHIGAN
STATE BOARD OF EDUCATION

POLICY ON LEARNING EXPECTATIONS FOR
MICHIGAN STUDENTS

PURPOSE

Today's children will face new challenges in an ever-changing world, and the knowledge and skills they learn today must prepare them with the tools they need for future success and to be productive citizens. Accordingly, our system of public education is intended to provide all students the following:

- Academic skills and knowledge to succeed in today's global, information age economy, higher education, the armed services, and other post K-12 opportunities;
- An excellent grounding in history, principles and form of our political system of self-government and constitutional liberty, and the ability to fully and thoughtfully participate in political activities and elections;
- An excellent understanding of history, civics, political science and conflict resolution;
- A broad cultural exposure, including comprehension of the arts, humanities, and the classics; and;
- The opportunity to participate in community involvement, including volunteering, social studies and character development, membership in community associations, clubs, and organizations, athletics, student mentoring and similar activities.

To ensure that our schools provide these tools for every child, Michigan needs fair, challenging, and supportive Learning Expectations and Content Standards for Michigan Children to help all schools be good schools.

THE ROLE OF LEARNING EXPECTATIONS
FOR MICHIGAN CHILDREN

The State Board of Education has the constitutional authority and responsibility to provide leadership, general supervision, planning, and coordination to Michigan public K-12 schools. In addition, the State Board has the statutory responsibility to develop certain content standards for Michigan's public education students. Accordingly, the State Board has both the constitutional and statutory authority and responsibility to establish both Learning Expectations and Content

Standards for Michigan's public education students. These Learning Expectations and Content Standards work together to ensure that Michigan's schools will provide students with academic and non-academic programs that reflect those expectations and standards and ensure that the purposes of public education outlined above are fulfilled for all of Michigan's students.

Learning Expectations set the State Board's expectations for students' mastery in connection with how students learn and analyze information, as well as consider and solve problems. Learning Expectations are not content specific; rather they apply across all content areas and are intended to be integrated into all curricular and extracurricular programs, the counseling program, and the life of the school and community. In other words, Learning Expectations are not about mastering a particular content area (such as mathematics); rather they apply across the disciplines, providing opportunities for engagement and higher-order thinking. This in turn, provides an effective foundation for life-long inquiry, achievement, and accomplishment. These Learning Expectations are intended to encourage educators to create learning tasks and experiences that are truly engaging for students because they are meaningful, challenging, and satisfying to the students and provide authentic and powerful learning opportunities that further the purposes of public education. A fundamental and key component of state testing and assessment programs (such as the MEAP and Work Keys) will be the measurement of student performance in connection with these Learning Expectations.

Content Standards set the standard for what students should know and be able to do in connection with a particular content area, such as social studies, mathematics, science, English language arts, and the arts. Content Standards ensure that students gain the critical knowledge needed to further the purposes of public education.

The Learning Expectations and Content Standards are intended to work together to prepare Michigan's students to face new challenges in an ever-changing world, and to provide them with the knowledge and skills needed for future success and to be productive citizens.

THE LEARNING EXPECTATIONS

A student possessing the skills meeting Michigan Learning Expectations will, across all academic and nonacademic content areas, be prepared to:

1. **Gather Information.** Research and retrieve information from a wide range of primary and secondary sources in various forms and contexts.
2. **Understand Information.** Understand, synthesize, and evaluate information in an accurate, holistic, and comprehensive fashion.
3. **Analyze Issues.** Review a question or issue by identifying, analyzing, and evaluating various considerations, arguments, and perspectives.

4. **Draw and Justify Conclusions.** Draw and justify conclusions, decisions, and solutions to questions and issues by, among other things, using reason and evidence, specifying goals and objectives, identifying resources and constraints, generating and assessing alternatives, considering intended and unintended consequences, choosing appropriate alternatives, and evaluating results.
5. **Organize and Communicate Information.** Organize, present, and communicate information in a variety of media in a logical, effective, and comprehensive manner.
6. **Think and Communicate Critically.** Read, listen, think, and speak critically in connection with any subject with clarity, accuracy, precision, relevance, depth, breadth, and logic.
7. **Learn and Consider Issues Collaboratively.** Engage in shared inquiry processes, in a collaborative and team-based fashion with persons of diverse backgrounds and abilities.
8. **Learn Independently.** Engage in learning in an active, exploratory, independent, and self-directed fashion.
9. **Create Knowledge.** Create knowledge by raising and identifying previously unconsidered or unidentified questions and issues; creating new primary knowledge; and creating new approaches to solving or considering questions and issues.
10. **Act Ethically.** Adhere to the highest intellectual and ethical standards in conducting all of the above.

Adopted June 13, 2002

State of Michigan
State Board of Education

RESOLUTION

GLEN H. PETERS

WHEREAS, Glen H. Peters served as a member of the Macomb County Board of Education - which eventually became the Macomb County Intermediate School District Board of Education - beginning in 1951, and continued until his retirement in 1987, ending a 37-year career in education, including nearly a quarter century as its president; and

WHEREAS, under Glen H. Peters' leadership, the Macomb County Intermediate School District positively changed the perception of special education within the county and the state, through establishing training for Macomb County's children with special needs, who had been previously kept hidden at home or in institutions; and

WHEREAS, during Glen H. Peters' career, he tirelessly campaigned for Macomb County children with severe disabilities, and joined with Macomb County parents to lobby the state Legislature to set high standards for special education - the resulting law becoming a model for national legislation; and

WHEREAS, as a lasting testament to his profession, Glen H. Peters was intimately involved in state school reorganization efforts - consolidating 73 school districts into the present 21 districts Macomb County now serves, and helped to initiate plans for Macomb Community College; and

WHEREAS, as further lasting evidence of his dedication, the Macomb County Intermediate School District created its first special education school in 1973, naming it the Glen H. Peters School; and

WHEREAS, even in retirement, Glen H. Peters continued to be active in several organizations, including the Traffic Safety Association of Macomb, the Base Community Council at Selfridge Air National Guard Base, L'Anse Creuse Kiwanis, and the Masonic Lodge in Mount Clemens; and

WHEREAS, the State Board of Education and the Michigan Department of Education was saddened to hear of the untimely death of Glen H. Peters on May 6; now, therefore be it

RESOLVED, That the Michigan State Board of Education extends to the family of Glen H. Peters its deepest sympathies, its highest regard, and heartfelt gratitude for the dedication and expertise this dedicated educator brought to the children of Macomb County, and the state of Michigan, and be it finally

RESOLVED, That the Michigan State Board of Education publicly states that Michigan school board members follow the example of Glen H. Peters, a true pillar of the Macomb County community and clear beacon for all of Michigan's educational leaders.



Adopted June 13, 2002

Kathleen N. Straus, President

Thomas D. Watkins, Jr., Chairman

State of Michigan
State Board of Education

RESOLUTION

BURDETTE ANDREWS

WHEREAS, since July 1946, Burdette Andrews has served admirably as Superintendent of Vandercook Lake Schools; and

WHEREAS, at 94 years old, Burdette Andrews holds two important distinctions - he is the nation's oldest superintendent, and also has the longest tenure of any superintendent in the nation; and

WHEREAS, the Washington, D.C.-based publication Education Week featured Burdette Andrews in 2000 as the longest-serving superintendent still in office; and

WHEREAS, the Michigan Association of School Administrators honored Burdette Andrews at its Midwest Conference in January for his years of service - naming him Michigan's distinguished elder statesman of school superintendents; and

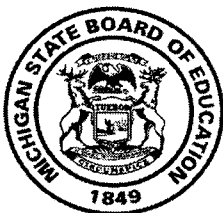
WHEREAS, Burdette Andrews' life has been dedicated to the community of Vandercook Lake, and its children; and

WHEREAS, the State Board of Education and the Michigan Department of Education regretfully received notice that Burdette Andrews will retire from the Vandercook Lake Schools as of June 30, 2002, after a long and successful career; now, therefore be it

RESOLVED, That the Michigan State Board of Education extends to Burdette Andrews its highest regard, and heartfelt gratitude for the dedication and expertise this dedicated educator has brought to the children of Vandercook Lake, Jackson County, and the state of Michigan; and be it further

RESOLVED, That the Michigan State Board of Education wishes Burdette Andrews well in his future role as a consultant to Vandercook Lake Schools and for long-lasting happiness with his wife of 62 years, Ann, and their family; and be it finally

RESOLVED, That the Michigan State Board of Education publicly states that Michigan school superintendents follow the example of Burdette Andrews, a true pillar of the Jackson County community and a clear beacon and symbol of longevity and success for all of Michigan's educational leaders.



Adopted June 13, 2002

Kathleen N. Straus, President

Thomas D. Watkins, Jr., Chairman

SPECIAL EDUCATION ADVISORY COMMITTEE**Individual Appointments to Fill Vacancies and
Their Respective Term of Service**

<u>Name</u>	<u>Representing</u>	<u>Term Expiring</u>
Jim Kubaiko 4660 South Hagadorn Road Suite 500 East Lansing, MI 48823	Michigan Association of Public School Academies	June 30, 2003
Collette Ward 1312 North Van Dyke Bad Axe, MI 48413	Statewide Parent Advisory Committee	June 30, 2003
John Wurdock Meridian Elementary School 3361 North M-30 Sanford, MI 48657	Michigan Association of School Social Workers	alternate only, no defined term

Topics for Discussion at Future State Board of Education Meetings
June 13, 2002

1. Michigan Virtual University/Michigan Virtual High School
 - Genesee ISD complaint
 - Competitive bids, status of organization, how it is funded
2. School Infrastructure Support
 - Discuss policy agenda
 - Extrapolate from Proposal A to A+
 - Identify policy implications and what makes sense for infrastructure development (incentive via bonding)
 - Build new models related to the information age
3. Status of Six Unaccredited Schools
 - Under the old system
 - Part of Partnership for Success
 - Recommendations on what to do regarding sanctions
4. Superintendent's Evaluation
5. Teacher Quality Task Force
 - Dialogue on recommendations
 - Schedule conference call between Eileen Weiser, John Austin and Carolyn Logan prior to Carolyn Logan's retirement
6. Provide the State Board with the Final Retirement List (completed)
7. Data Collection, Reporting and Analysis
 - Cost of Contract with Standard and Poors
 - Communication with CEPI